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APPRENTICESHIP AND FULFILLMENT

How was he able as the only leader in the world to preserve the continuity between the past and the present and project it into the future?

Possibly just to live in government in New York State in the early period of his life was to anticipate the opportunities and the problems that were later to come to the whole Nation and acquaint him with the new forces that were to transform the world. In his freedom from fear he not only refused to obstruct these new forces, he encouraged and expanded them.

Franklin D. Roosevelt was born almost in the year of the erection of the Statue of Liberty—the symbol of the immigrant—whose 75th anniversary was observed last year.

The most significant forces of his early years were the emigration from the East to the West and the immigration from old Europe to the New World. The fullest impact of these forces was felt first in New York. New York Harbor was the important port of entry for the new immigrant. The Hudson River and the Erie Canal were the most important routes west for hundreds of thousands of farm settlers into the great West.

The American State is the only one in history—with the possible exception of Ancient Athens—which arranged for its own bloodless invasion—with the sole condition that the newcomers take on the American identity of all.

FUSION OF SPIRIT

In this 75th year of the Statue of Liberty, it is not too much to say that the Democratic Party of Alfred E. Smith and Robert Wagner and Woodrow Wilson and the public schools were the means by which this fusion of spirit was accomplished. It is not too much to say that Franklin D. Roosevelt was both its master chemist—and its personal catalyst.

Neither he, nor the Democratic Party need look to the polls for vindication. The sons and daughters of these immigrants, gracing the highest places and councils of this Nation give full and magnificent answer every day of their highly useful and effective lives.

There were no underprivileged sections any more than classes, races, or creeds in his concept of the American dream. This he had received in trust from his fathers to improve for his own generation and to keep open for the future.

A NATIONAL PRESIDENT

He was a New Yorker and an easterner. But one of the first tasks which he set himself was the raising up of the South, economic problem No. 1, still suffering from the destruction of capital in the War Between the States. He was an easterner and a New Yorker, but the second important task he set himself was to bring to the West the electric power, the rural electrification, and the water which it needed to grow. And the West and the South will forever love him, and follow where he led.

Franklin D. Roosevelt knew, that the development of individual talent was the key to national well-being, as the raindrop is to the brook, and the brook to the river. Our democracy as such is not only opposed to mediocrity; it may justly claim that its fair chance for individual development is the only system in the world which provides for the bloodless rise of a functioning aristocracy. By their works not their words, shall ye know them. That is the measure of true aristocracy.

As the last generation saw the doors opened widely to all, for equal opportunity, the coming generations will apply the same standards to all, as befits a noble, competitive people.

VOICE OF HOPE

We need today to hear again the voice of Roosevelt through those whom he inspired

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and touched with fire. We need a voice that today gives hope and aspiration to the liberty-seeking peoples of central Europe—to the Poles and the Czechs and the Hungarians and the divided German people behind the Iron Curtain. We need the same kind of hope that the Democratic Party gave to the immigrant in Roosevelt's youth and that Roosevelt gave to a distraught and hopeless nation and world in his maturity. Our service at this shrine is a testimony to our faith as well as our hope that that voice will never die.

Here was the beginning, but here is not the end. Tens of thousands of people come to this shrine to renew their faith, as well as to pay their respect. All races, creeds, and nations are the better for his life, and of no man can more be said.

He was born an American, but he belongs to the world. Humbly, proudly, and reverently, we claim him as President Franklin D. Roosevelt of the United States of America. But his name, his great heart and spirit, and his magnificent life are a guardian in the skies—protecting his people whom he loved, always.

NATIONAL LITTLE LEAGUE
BASEBALL WEEK

Mr. DOWDY. Mr. Speaker, I ask unanimous consent to take from the Speaker's desk the concurrent resolution (H. Con. Res. 17) authorizing and requesting the President to designate the period beginning June 14, 1959, and ending June 20, 1959, as National Little League Baseball Week, with a Senate amendment thereto, and concur in the Senate amendment.

The Clerk read the title of the concurrent resolution.

The Clerk read the Senate amendment, as follows:

Amend the title so as to read: "Concurrent resolution authorizing and requesting the President to proclaim the week beginning the second Monday in June of each year as National Little League Baseball Week."

The SPEAKER. Is there objection to the request of the gentleman from Texas?

Mr. ARENDS. Mr. Speaker, reserving the right to object—and I shall not object—has this been cleared with all the Members concerned?

Mr. DOWDY. It has.

Mr. ARENDS. It is merely an acceptance of a Senate amendment?

Mr. DOWDY. To amend the title, that is all; there is no other change.

The SPEAKER. Is there objection to the request of the gentleman from Texas?

There was no objection.

The Senate amendment was concurred in.

A motion to reconsider was laid on the table.

CONSENT CALENDAR

The SPEAKER. This is Consent Calendar day.

The Clerk will call the first bill on the calendar.

CAPTAIN ANTHONY MELDAHL DAM

The Clerk called the bill (H.R. 904) to rename the New Richmond Dam in the

State of Ohio as the Captain Anthony Meldahl Dam.

There being no objection, the Clerk read the bill, as follows:

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That the New Richmond Dam on the Ohio River near Chilo, Ohio, shall be known and designated as the Captain Anthony Meldahl Dam. Any law, regulation, document, or record of the United States in which such dam is referred to under any other name or designation shall be held to refer to such dam as Captain Anthony Meldahl Dam.

With the following committee amendment:

Strike out all after the enacting clause and insert in lieu thereof the following: "That the New Richmond Locks and Dam on the Ohio River near Chilo, Ohio, shall be known and designated as the Captain Anthony Meldahl Locks and Dam. Any law, regulation, document, or record of the United States in which such locks and dam are referred to under any other name or designation shall be held to refer to such locks and dam as Captain Anthony Meldahl Locks and Dam."

The committee amendment was agreed to.

The bill was ordered to be engrossed and read a third time, was read the third time and passed.

The title was amended so as to read: "A bill to rename the New Richmond Locks and Dam in the State of Ohio as the Captain Anthony Meldahl Locks and Dam."

A motion to reconsider was laid on the table.

DEFENSE DEPARTMENT OVERSEAS
TEACHERS PAY AND PERSONNEL
PRACTICES ACT

The Clerk called the bill (S. 96) to govern the salaries and personnel practices applicable to teachers, certain school officers, and other employees of the dependent schools of the Department of Defense in overseas areas, and for other purposes.

The SPEAKER. Is there objection to the present consideration of the bill?

Mr. FORD. Mr. Speaker, reserving the right to object, I would like to ask several questions concerning this legislation. I am concerned as to whether or not this legislation will put all teacher personnel working for the Department of Defense overseas under the pay scales and other legislation of the District of Columbia.

Mr. PORTER. Mr. Speaker, will the gentleman yield?

Mr. FORD. I would be very glad to have the question answered.

Mr. PORTER. Our colleague, the gentleman from Virginia [Mr. BROXHILL] sat with the committee in the hearing on this bill and is a ranking minority member of the committee. I think the gentleman ought to answer the inquiry.

Mr. BROXHILL. Was the gentleman's question whether or not there were other employees overseas working under legislation similar to this?

Mr. FORD. As I understand it, this legislation seeks to put the Department of Defense overseas teachers under the Pay

and Personnel Practices Act of the District of Columbia.

Mr. BROYHILL. That is correct, but not in excess of what the District of Columbia schoolteachers are now receiving.

Mr. FORD. The question that comes to my mind is this: If the pay is increased in the District of Columbia for the teachers here; does that automatically increase the pay of teachers in the Department of Defense overseas teachers program?

Mr. BROYHILL. No; this would make it permissive.

Mr. FORD. What assurance do we have that that would not be the case?

Mr. BROYHILL. The intent of the legislation is to make the salaries and positions of overseas schoolteachers in line and competitive with those in the continental limits of the United States. You see we have a good school system there with 108,000 students overseas and 4,500 schoolteachers. It is a good school system and we want to assure that it remains a good school system as it is here within the continental limits.

Mr. FORD. I am quite familiar with the program because in our Subcommittee on Military Appropriations we have to pay the bill, and it is a very substantial bill on an annual basis. In fact, in some respects, I think the costs are too much. I am fearful that this legislation might add to the cost unnecessarily. It has been my experience that we have many more applicants for these teacher positions than there are vacancies. There is no lack of teacher applicants for these overseas jobs. I am personally concerned about this program getting out of hand, and I wonder if this legislation is a step in that direction.

Mr. BROYHILL. It is estimated that the maximum cost of this legislation providing they bring all of the costs up to the same level as the District of Columbia teachers, the maximum cost is \$270,000 a year. It is true that they are not having a problem in recruiting teachers right now, but it is felt by having a more realistic schedule there, we might be able to keep the teachers over there just a little bit longer and in the long run it would be more economical than the present system.

Mr. FORD. I believe I would like to take a further look at this proposed legislation primarily because the subcommittee of which I am a member, of the Committee on Appropriations, has to pay this bill and I have grave fears that the cost of this program could get out of hand and that this legislation may contribute to it.

Mr. PORTER. Mr. Speaker, will the gentleman yield?

Mr. FORD. I yield.

Mr. PORTER. I share the gentleman's concern as to the costs, but I do want to point out that the per capita cost for the students overseas is \$252 compared to something like \$434 for the students in the District of Columbia which is considerably lower, therefore, than in the District of Columbia or than say Maryland, for example, which has a per capita cost of \$366. In other words, the costs are not out of line. The Department of Defense, which supports this bill, estimates that this will

only mean an overall cost of \$270,000 a year and this is primarily a matter of keeping and getting, as the gentleman from Virginia [Mr. BROYHILL] pointed out, better teachers overseas. The recruitment program shows more people applying for jobs than there are jobs to be filled. This will enable us to get a higher class teacher for a very small amount of money. The sum of \$270,000 is the maximum estimated by the Defense Department. It would mean a great deal to the overseas teachers who are doing such a fine and important job.

Mr. FORD. I know that either last June or July the cost per student according to the money appropriated was \$255 per pupil. The cost was more because of the increased pay of all Government personnel, including these overseas teachers. That increased the per student cost overseas to \$265.

The defense appropriation bill which will be before us for consideration later this week still carries the cost at \$265 per pupil. That does not seem to coincide with the \$252 figure the gentleman just quoted. Maybe we should reduce it from \$265 to \$252.

Mr. PORTER. Mr. Speaker, if the gentleman will yield further, last year according to my information your committee appropriated a little over \$27 million, representing about \$252 for each of the 108,000 pupils. I want to state to the gentleman that if we could educate at that cost children in the United States, Maryland, New York, which is the highest, or in my own State of Oregon, which is very high—Oregon, for example, is \$413 per pupil—the local taxpayers would be delighted. In other words, this \$252 per pupil overseas—and the standards are high—is an excellent figure and one I think we should not feel is too high.

Mr. FORD. I now yield to the gentleman from Ohio [Mrs. BOLTON] who has been seeking recognition.

Mrs. BOLTON. I thank the gentleman for yielding to me.

Mr. Speaker, I am very happy to be able to comment at this point. About a year and a half ago when I was overseas I visited some of these schools. Afterward when I made my objections to the educational group in the Pentagon I was told, as we have been told here today, that there were more applications than there were places to be filled.

Then I asked for investigation to be made of the type of teacher, because what I saw there shocked and disheartened me very much. Overseas we have an opportunity to teach the standards of living and of good behavior of the United States. Although most of the teachers I saw were excellent representatives of American teachers, others were rather blatantly not. Certainly they would not make good demonstration of our culture for the people of the whole area. I would like to be able to feel that the committees involved here would take a serious view of the type of teacher who is chosen. The kind of investigation that was made by the Army was so casual that, after it was all over, nobody at the Pentagon ever answered my question.

The SPEAKER. Is there objection to the present consideration of the bill?

Mr. FORD. Mr. Speaker, I withdraw my reservation of objection and ask unanimous consent that the bill be passed over without prejudice.

The SPEAKER. Is there objection to the request of the gentleman from Michigan?

There was no objection.

FURTHER AMENDING REORGANIZATION ACT OF 1949

The Clerk called the bill (H.R. 5140) to further amend the Reorganization Act of 1949, as amended, so that such act will apply to reorganization plans transmitted to the Congress at any time in conformity with the provisions of the act.

Mr. McCORMACK. Mr. Speaker, I think this is the same bill that is scheduled for consideration tomorrow. I ask unanimous consent that the bill may be passed over without prejudice.

The SPEAKER. Is there objection to the request of the gentleman from Massachusetts?

There was no objection.

PAYMENT OF CERTAIN EXCESS REAL PROPERTY EXPENSES

The Clerk called the bill (S. 900) to amend section 204(b) of the Federal Property and Administrative Services Act of 1949 to extend the authority of the Administrator of General Services to pay direct expenses in connection with the utilization of excess real property and related personalty, and for other purposes.

There being no objection, the Clerk read the bill, as follows:

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That the second sentence of subsection (b) of section 204 of the Federal Property and Administrative Services Act of 1949 (63 Stat. 388, as amended; 40 U.S.C. 485 (b)) is hereby further amended to read as follows: "Not more than an amount to be determined quarterly by the Director of the Bureau of the Budget may be obligated from such fund by the Administrator to pay the direct expenses incurred for the utilization of excess property and the disposal of surplus property under this act for fees of appraisers, auctioneers, and realty brokers, and for advertising and surveying."

With the following committee amendment:

Strike out all language after line 5, page 1, of the bill and substitute the following language therefor: "further amended by deleting the word 'dispositions' from the second sentence of said subsection (b) and inserting in lieu thereof the words 'utilization of excess property and the disposal'."

The committee amendment was agreed to.

The bill was ordered to be read a third time, was read the third time, and passed, and a motion to reconsider was laid on the table.

LANDS IN OKLAHOMA FOR CHEYENNE AND ARAPAHO INDIANS

The Clerk called the bill (H.R. 816) to set aside certain lands in Oklahoma for the Cheyenne and Arapaho Indians.